DOCUMENT RESUME

ED 072 713 FL 004 127

AUTHOR	Mackelduff, Eleanor; And Others
TITLE	Content Analysis Schedule for Bilingual Education Programs: Bilingual Education Program.
INSTITUTION	City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
PUB DATE	28 May 71
NOTE	41p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Biculturalism; *Bilingual Education; Cognitive Development; *Content Analysis; Curriculum Design; Educational Finance; Elementary Grades; *English; Kindergarten Children; Learning Theories; *Portuguese; Preschool Children; Program Costs; *Program Evaluation; Self Esteem; Sociolinguistics; Student Grouping; Tutoring
IDENTIFIERS	*Project BEST; Providence; Rhode Island

ABSTRACT

This content analysis schedule for the Bilingual Education Program of Providence, Rhode Island, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached to the report are a contract between the Providence School Department and Brown University, and additional information on staffing and curriculum patterns. (SK)

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Proj # 38
Providence, R.I

PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y.,N.Y.10021

ED 072713

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

DATA VERIFIED BY PROJECT

✓ Initial Proposal

✓ 2nd Year Continuation

____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

FL 004 127

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Project Best
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Developed by Marietta Saravia Shore
Coordinator, BEARU

Bilingual Education Applied Research Unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 38

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Verified

Research Assistant Eleanor Mackelduff/Joyce Lichtman/mss Date May 28, 1971

0.2 Name of Project Bilingual Education Program

0.3 Address of Project Providence School Dept.

0.4 150 Washington St., Providence, Rhode Island 02903

.05 STATE 0.5 24

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
97 - 1969
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 .....

2.3 Prior bilingual program involved: 2.3 .....
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 .....
1-local 4-university
2-state 5-federal (specify).....
3-foundation 6-other (specify).....

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program 2.5 1
0-no concurrent funding mentioned C 71

0.3 Address of Project Providence School Dept.

0.4 150 Washington St., Providence, Rhode Island 02903

.05 STATE 0.5 24

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 ~~97~~

see Project No. (97) - 1969, 07 - 1970, 17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any P.I.C. funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 .....

2.3 Prior bilingual program involved: 2.3 .....
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 .....
1-local 4-university
2-state 5-federal (specify).....
3-foundation 6-other (specify).....

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned C 71 p. 105 2.5 1

2.6 Concurrent program cooperating with Title VII involves: 2.6 4
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified
5--other-Bilingual Institute C 71 p. 31

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 1
1-local 4-federal (specify).....
2-state 5-other (specify) .....
3-university

2.8 Total Title VII grant (first year only) C 71 p. 105 2.8 110,000

2.9 Total funds for concurrent program(s) cooperating with Title VII 2.9 40,000 (second year)
C 71 p. 105

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: 3.0 1
0-none Brown University C 70 p. 25

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 1

C 70,p.6 1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

The first year involved 2 elementary schools-P p.4

4.2 Total number of students in program A.First year E 70,p.6 4.2 A 100
B.Second year C 70, p.5 B 150
C.Third year C 71, p.105 C 200

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

	Grade	Number of Classes		Grade	Number of Classes
C 70, p.6	PS-PreSchool			7-grade 7	
	K-Kndgtn	1		8-grade 8	
	PSK 50 TOTAL NO. students PS and K			9-grade 9	
				B TOTAL students gr. 7-9	
	1-grade 1	2		10-grade 10	
	2-grade 2	2		11-grade 11	
C 70, p.6	3-grade 3	2		12-grade 12	
	4-grade 4			C TOTAL students gr. 10-12	
	5-grade 5				
	6-grade 6				
	A 200 TOTAL students gr. 1-6				

4.4 1-All classes graded 4.4 1
2-All classes ungraded
C 70, pp.35-36 3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 100	II E-Dom - NEMT
2. Total English Mother-Tongue P p.4		II_2 E-Dom - EMT 100
	I Total Non-English Dominant: 100	II Total English Dominant: 100

5.0		No.	%
NE dom N-EMT	I	100	50%
E dom NEMT	II_1	....	...
E-Dom EMT	II_2	100	50
Total E-Dom II= II_1 + II_2		100	50

grade and total number of students by grouped grade levels (by second year)

	Grade	Number of Classes		Grade	Number of Classes
C 70, p.6	PS-PreSchool			7-grade 7	
	K-Kndgtn	1		8-grade 8	
	PSK	50 TOTAL NO. students PS and K		9-grade 9	
				B	TOTAL students gr. 7-9
	1-grade 1	2		10-grade 10	
	2-grade 2	2		11-grade 11	
C 70, p.6	3-grade 3	2		12-grade 12	
	4-grade 4			C	TOTAL students gr. 10-12
	5-grade 5				
	6-grade 6				
	A	200 TOTAL students gr. 1-6			

4.4 1-All classes graded — 4.4 1
2-All classes ungraded
C 70, pp.35-36 3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box) (Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 100	II E-Dom - NEMT
2. Total English Mother-Tongue	P p.4	II_2 E-Dom - EMT: 100
	I Total Non-English Dominant: 100	II Total English Dominant: 100

5.0		No.	%
NE dom N-EMT	I	100	50%
E dom NEMT	II_1	....	...
E-Dom EMT	II_2	100	50
Total E-Dom II= II_1 + II_2		100	50

KEY:

	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

		Number	Per Cent of Total Students	if inferred, check (✓)
Indigenous Americans:				
A1 Navajo	A1	.....	..... %	.....
A2 Cherokee	A2	.....	..... %	.....
A3 Other (specify)	A3	.....	..... %	.....
A TOTAL No. of American Indian	A	.....	..... %	.....
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	.....	..... %	.....
B2 Puerto-Rican	B2	.....	..... %	.....
B3 Cuban	B3	.....	..... %	.....
B4 Other Spanish-American (specify)	B4	.....	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	.....	..... %	.....
E 70,p.6 C Portuguese-American	C	100	50 %	.....
D Franco-American	D	.....	..... %	.....
F Chinese-American	F	.....	..... %	.....
G Eskimo	G	.....	..... %	.....
H Russian	H	.....	..... %	.....
J Other	J	.....	..... %	.....
I TOTAL number of N-EMT target students		100	50 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 Anglo	E1 100	50 %	.....
E2	E2	..... %	.....
II TOTAL number of EMT students other than target population	100	50 %	.....

5.4 Students' native language or mother tongue if DIFFERENT from dominant language

5.4 .....

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program	Number of Monolingual Students		Number of students Bilingual to any extent	
Number	%	not	No.	% not only listening speaking

	B2 Puerto-Rican	B2	.....	..... %	.....
	B3 Cuban	B3	.....	..... %	.....
	B4 Other Spanish-American (specify)	B4	.....	..... %	.....
	B TOTAL No. of Spanish-speaking Americans	B	.....	..... %	.....
E 70,p.6	C Portuguese-American	C	100	50 %	.....
	D Franco-American	D	.....	..... %	.....
	F Chinese-American	F	.....	..... %	.....
	G Eskimo	G	.....	..... %	.....
	H Russian	H	.....	..... %	.....
	J Other	J	.....	..... %	.....
	I TOTAL number of N-ENT target students		100	50 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 Anglo	E1	100	50 %	.....
E2	E2	.....	..... %	.....
II TOTAL number of ENT students other than target population		100	50 %	.....

5.4 Students' native language or mother tongue if DIFFERENT from dominant language

5.4 .....

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
	Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E	~~100~~	English	50	100	50	X	....	....	....	....	....
A	.....	American Indian	...	...	....	....	...	...	....	....	....
A1	.....	Navajo	...	...	....	....	...	...	....	....	....
A2	.....	Cherokee	...	...	....	....	...	...	....	....	....
A3	.....	Keresan	...	....	....	....	...	...	....	....	....
A4	....	Other (spec.)	....	...	....	....	...	...	....	....	....
B	....	Spanish	....	...	....	....	...	...	....	....	....
C	100	Portuguese	50	100	50	X	...	...	....	....	....
D	....	French	....	...	....	....	...	...	....	....	....
F	....	Chinese	....	...	....	....	...	...	....	....	....
G	.....	Eskimo	...	...	....	....	...	...	....	....	....
H	.....	Russian	...	...	....	....	...	...	....	....	....
J	.....	Other (spec.)	..	....	....	....	...	...	....	....	....

E 70 p.6

5.6 Recruitment of Students: 5.6 3

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary

E 70, p.6

5.7 Proportion of ~~EMT~~ E.Dom. pupils in project area: see Chart C 5.7 27
n.s.- not specified on the chart

P. p.4

5.8 Community Characteristics (mark all that apply) 5.8 1

0 - not specified
1 - inner city-ghetto
2 - major city
3 - small city, town or suburb
4 - rural
5 - other (specify)

P. p.1,2

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 48%
B. Average family income, if mentioned B. NS
n.s. - not specified

C 70, p.6

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 00
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 0
n.s. - not specified

C 70, p.6

6.0 SOCIOLINGUISTIC SURVEY (home interview to determine languages used in home and attitudes)

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II 0

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I .....
II .....

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	_____	_____
5 others (specify)	_____	_____

6.3 Language dominance of N-EMT groups (check: A__parents, B__children, C__teachers) will be determined by the extent each language is used in different domains through various means of communication.

P. p.1,2
1 - inner city-ghetto
2 - major city
3 - small city, town or suburb
4 - rural
5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) — 5.9 A. LSS
C 70, p.6 B. Average family income, if mentioned — B. NS
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) — 5.10 00
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) — 5.11 0
C 70, p.6 n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY (home interview to determine languages used in home and attitudes)

6.1 Project states that a sociolinguistic survey: — 6.1 I 0 II 0

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: — 6.2 I ..... II .....

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	-----	-----
5 others (specify)	-----	-----

6.3 Language dominance of N-EMT groups (check A__parents, B__children, C__teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always — 6.3 A ..... B ..... C .....

	USE NON-ENGLISH LANG.				USE ENGLISH			
DOMAINS:	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 3 II 3

	I N-EMT	II EMT
1-inferred by use of surname	....	....
2-established by formal testing of students	....	....
E 70, p.6 3-assessed by informal means (specify how)	X---	X---
4-not mentioned	....	....

flyers were sent home

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 0
An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Attitudes toward maintenance or shift:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 .....
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 .....
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 .....
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 NS
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how).....

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 NA
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

..X.. Language dominance not specified
.... Mother tongue not specified
---- not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

0-no

Attitudes toward maintenance or shift:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English — 6.6.....
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language — 6.7.....
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language — 6.8.....
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? — 6.9 ~~NS~~
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how).....

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) — 6.10 ~~NA~~
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

..X.. Language dominance not specified
.... Mother tongue not specified
___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N=
II E Dom EMT	N=	N= 4
II_1 E Dom NEMT	N=	N= 3 (inf)

A Total Number Monolingual ..... B Total Number Bilingual ..7.....

C 71, p.110,111

Total Number of Teachers N ...7... C 70, p.7

C 70, p.14

7.1

		No.	%
I	A	___	___
I	B	....	....
II	A	....	....
II	B	4	57 (inf)
II_1	A	___	___
II_1	B	3	43
	A	___	___
	B	7	~~100~~
	N	7	

Mother tongue inferred from chart. Xerox C 71, p.80
"Anglo" teachers "can reasonably manage in Portuguese" C 71, p.110

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

__X__ Language dominance not specified
_____ Mother tongue not specified
_____ Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		
II E Dom EMT		
II E Dom N-EMT		7-8

7.2	No.	%
I A	—	—
I B	—	—
II A	—	—
II B	—	—
II A	—	—
II B	7-8	~~100~~
A	—	—
B	7-8	~~100~~
N	7-8	

A Total Number Monolingual: _____

B Total Number Bilingual: 7-8 (inf) P. p.11

N Total Number of aides or paraprofessionals: ~~7 - 8~~ C 70 p.7 / C 70 p.8

All teacher aides in Fox Point School are native speakers of Portuguese.

7.3 Language(s) used by bilingual teachers: (Mark all that apply) 7.3 2

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals: (Mark all that apply) 7.4 ~~2 (inf)~~

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
C 70, p.12 Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

EMT

II E Dom
1 N-EMT

7-8

II 1A
II 1B 7-8 ~~100~~
A
B ~~7-8~~ ~~100~~
N 7-8

A Total Number Monolingual

B Total Number Bilingual
7-8 (inf)
P. p.11

N Total Number of aides or paraprofessionals
~~7 - 8~~
C 70 C 70
p.7 p.8

All teacher aides in Fox Point School are native speakers of Portuguese.

7.3 Language(s) used by bilingual teachers: (Mark all that apply) 7.3 2

1-Bilingual teachers teach in only one language

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Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals: (Mark all that apply) 7.4 ~~2 (inf)~~

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
C 70, p.12 Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

	A. Teachers* No.	%	B. Aides No.	%	C. Proj. Director	D. Evaluator(s) No.	%
	~~Portuguese~~ 3	~~50~~	~~Portuguese~~ 7-8	~~100~~	~~Anglo~~	Anglo (inf)	— —
C 71, p.80	Anglo 3	50	C 71, p.11	—	C 70, p.15	C 71, p.80	— —
	—	— —	—	— —	—	—	— —
	—	— —	—	— —	—	—	— —

0-not specified

*Kgn teacher not specified on chart

7.5

PROVIDENCE PLAN FOR BILINGUAL EDUCATION STAFF

Grade 1 Anglo - Teacher Mrs. Paslay Aide - Mrs. Castro Room 12

Portugese - Teacher- Miss Botelho Aide- Mrs. Leaeola Room 13

Grade 2 Anglo - Teacher Mrs. Reynolds Aide- Mrs. Pedrosa Room 11

Portuguese- Teacher Mr. Tiexiera Aide- Mrs. Da Rosa Room 14

Grade 3 Anglo- Miss Sweeney Aide- Mrs. Bento Room 16

Portuguese - Mrs. Hudson Aide- Mrs. Alves Room 15

Clerk Typist: Mrs. Black

Program Director: Mr. Frank Piccirilli.

Project Staff Members involved in various components of the Program

In-Service Pre-Service Program Brown University Dr. Vieira

Evaluation University of Rhode Island - Dr. DiBiasio

Educational Auditor- Dunlop Associates - Mr. Cohen

Creative Dramatics - Improvise Inc. - Mrs. Wiesberg

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community ____ and % ____ of total N-EMT teachers.

7.6 No. ~~NS~~ % —

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students: indicate specific percent on the blank, or if specified descriptively,

C 71, p.80
C 71, p.111

7.7 A 3 —
B 7-8 100

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training prior to project
(Indicate number of teachers with each qualification, if given)

~~2~~ no.'s
7.8 ~~4,5,6,~~ ,8,9,12,13

n.s.-qualifications not spcified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4. 3 previous teaching in local area
5. 2 courses in N-EMT language structure and usage
6. 2 courses in N-E literature
7. ___ must be bilingual
8. 3 any previous education through N-EMT; content courses through EMT
9. 1 courses in teaching ESL
10. ___ courses in methods of teaching N-EMT language
11. ___ courses in methods of teaching content (e.g. math) in N-EMT
12. 1 certification in ESL
13. 1 certification in ~~teaching~~ N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT
16. ___ other qualifications, specify

C 70 p.15-19

C 70, p.15-19

8.0 STAFF DEVELOPMENT

8.1 A 2,3,4,6
B ____

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

A. For Teachers
B. For Para-professionals

C 71 pp.125-27

n.s.-Training indicated, but nature not specified ... ...
1-English as their second language

O-not specified

7.8 Teacher Qualifications - Training prior to project (Indicate number of teachers with each qualification, if given) 2 no.'s 7.8 4,5,6, ,8,9,12,13

n.s.-qualifications not specified
O-previous courses not specified
1. ... teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ... teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. ... previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4. 3 previous teaching in local area
5. 2 courses in N-EMT language structure and usage
6. 2 courses in N-E literature
7. ... must be bilingual
8. 3 any previous education through N-EMT; content courses through EMT
9. 1 courses in teaching ESL
10. ... courses in methods of teaching N-EMT language
11. ... courses in methods of teaching content (e.g. math) in N-EMT
12. 1 certification in ESL
13. 1 certification in ~~teaching~~ N-EMT
14. ... cross cultural courses
15. ... courses in the cultural heritage, values, deep culture of N-EMT
16. ... other qualifications, specify

C 70 p.15-19

C 70, p.15-19

8.0 STAFF DEVELOPMENT 8.1 A 2,3,4,6 B

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
2-The teaching of English as a second language		
3-X as their second language		
4-The teaching of X as a second language		
5-Methods of teaching other academic subjects		
6-Methods of teaching other academic subjects in X language		

C 71 pp.125-27

Xerox C 71, pp.125-27

8.2 Stated goals of teacher training are: I 2,9,10 II 9,10

	Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values and practices of		
2-Cross-cultural training	2	
3-Sensitivity to ethnocentricism and linguistic snobbery		
4-Awareness of the social-emotional development of		
5-Strategies for accomodating the different learning styles of		
6-Strategies for cognitive development of		
7-Strategies for reinforcing the self-esteem of		
8-Methods of cross-cultural teaching or teaching the ticultural component		
9-Formulation of pupil performance objectives	9	9
10-Methods of evaluation of pupil performance objectives	10	10

C 71 p.126

C 71 p.126-27

List specific courses if given (or Xerox and attach)

P. p.15 For aides & tutors there will be an on-going in-service training program conducted informally by the teaching pairs in each class.

C. 1971 #7a
#3

CONTRACT

PROVIDENCE SCHOOL DEPARTMENT
AND
BROWN UNIVERSITY

8.2 Staff Development

The Providence School Department and Brown University hereby contract a bilingual training program to be provided by Brown University for teachers from Providence. This program, the Brown Bilingual Institute, will take place during the summer and academic year 1971-72, and the Providence School Department will provide for a setting for clinical experiences for the Institute participants. This is a jointly cooperative effort and responsibility of both Brown University and the Providence School Department. The Contract will start July 1, 1971 and terminate June 30, 1972.

TERMINAL PERFORMANCE OBJECTIVES:

That Brown University through its Departments of Education and Hispanic and Italian Studies will provide instruction so that teachers and staff members (aides) during a pre-service and an in-service program to be held in the summer and academic year will be able to master 75% or all of the following performance objectives (teachers will be expected to master a greater percentage of these objectives):

1) Ability to identify with 100% accuracy the 11 of the basic reasons for incorporating a bilingual program in the elementary school.

2) Ability to name 7 components of the structure or curriculum of a bilingual elementary-school program, explaining in detail the rationale behind each component.

3) Ability to list 15 differences between vernacular and second language teaching with 100% accuracy.

4) Ability to describe in detail 6 of the principal pedagogical techniques (methods) involved in second language teaching.

5) Opportunity to use or observe the above second-language teaching techniques by means of a practicum, films, or video-tapes.

6) Ability to transcribe the phonemes (segmentals and supra-segmentals) of the respective second language that is to be taught when given sample sentences from the second language materials used in the bi-lingual classroom.

7) Ability to list accurately 22 items of linguistic interference between English and Portuguese in the area of phonology and syntax.

8) Ability to distinguish aurally pronunciation errors in Portuguese or English with 100% accuracy.

9) Ability to understand some aspects of the culture and civilization of both groups by naming 5 similarities and 5 differences in each of the following areas: customs, family structure, education, foods, folklore, and holidays.

10) Opportunity to appreciate and thus develop a positive attitude toward the cultures involved (Portuguese and American) by participating in all activities such as informal get-togethers, coffee-breaks where delicacies of both groups are served, dinners, i.e. the Portuguese Fado Restaurant, picnics, etc.

11) Ability to write simple second language oral and reading materials in the area of language arts, social studies, mathematics and science incorporating effectively techniques of applied linguistic theory.

12) Ability to write with 100% accuracy sample behavioral or performance objectives in all areas of the curriculum on the elementary school level.

Tc

13) Ability to describe without error 5 components of a regular elementary school curriculum (grades k-4).

14) Ability to describe 3 reading problems and 9 reading teaching techniques in vernacular instruction on the elementary school level.

15) Ability to describe correctly 6 teaching techniques of social studies in the vernacular on the elementary level.

16) Ability to describe correctly the techniques of teaching math and science in the vernacular on the elementary school level.

17) Ability to evaluate materials in terms of linguistic appropriateness to second language teaching by specifically stating the advantages or disadvantages of said materials.

18) Ability to write one sample evaluation of measurement of student performance in each area of the bilingual curriculum and thus displaying a basic knowledge in the field of testing.

NARRATIVE:

In keeping with the minimal needs of the bilingual program, every effort should be made to enroll participants in the Institute, 50% of whom should be native speakers of Portuguese and 50% of whom should be native speakers of English.

Specifically the two phases of the program will consist first of a three or four week pre-service workshop and training program (the latter is designed for the new participants entering the Institute) that will tentatively take place July 5-30. The second phase will be a series of four all-day conference-work-shops (totalling more than 30 hours) to be held during the academic year, each of which would be oriented toward a specific area of bilingual education. At this writing, one envisions the structure of these conference-workshops as a two-part activity: (a) a guest lecturer and discussion group on a particular topic followed by (b) a workshop in which teachers would discuss and outline techniques, approachs, and materials pertaining to the specific topic of the conference.

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 ~~1,3~~

1-courses
2-experiential, teaching supervised by master teacher
C 71 p.128 3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 1

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 1
C 71 p.128 How? (specify) _____

8.6 Paraprofessional's role: 8.6 ~~3,4,6~~

1-teaching whole class
2-teaching small groups
C 70,p.41 3-tutoring individually & small groups
C 70,pp. 12,14 4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

See xerox 8 a-c

Xerox C 70, pp.12,13,14 Xerox C70, pp.43-44

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A ~~1,9~~ B NS

	A for teachers	B for aides
0-not specified	____	____
C 71,p.125 1-University faculty	____	____
2-project's Master Teachers	____	____
3-project's teachers	____	____
4-other (specify)	____	____
C 71,p.128 9--guest consultants	____	____

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1-bilingual	1 NS.	___
2-bicultural	2___	___
3-N-NT (specify background)	3___	___

8.9 Training is provided: 8.9 1,2
1-during a summer session
C 71,p.128 2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A ~~1,2~~

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

B 5___
6___
7___

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 1
How? (specify) .....

C 71 p.128

8.6 Paraprofessional's role: 8.6 ~~3,4,6~~

1-teaching whole class
2-teaching small groups
C 70,p.41 3-tutoring individually & small groups
C 70,pp. 12,14 4-clerical
5-contributing to bicultural component
how ? .....
6-liaison with parents

See xerox 8 a-c

Xerox C 70, pp.12,13,14 Xerox C70, pp.41-44

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 1,9 B NS

	A for teachers	B for aides
0-not specified	____	____
C 71,p.125 1-University faculty	____	____
2-project's Master Teachers	____	____
3-project's teachers	____	____
4-other (specify)	____	____
C 71,p.128 9--guest consultants		

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1-bilingual	1 NS	___
2-bicultural	2 ___	___
3-N-EMT (specify background)	3 ___	___

8.9 Training is provided: 8.9 1,2
1-during a summer session
C 71,p.128 2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 1,2

A	B (indicate no. of hours)	B
1-approximately equivalent to a college course	5 ____ weekly	5 ____
2-more than one course	6 ____ monthly	6 ____
3-less than one course	7 ____ bi-monthly	7 ____
4-other (specify) ____		

Summer session is equivalent to 8 credit hrs.
Four all-day workshops during the year will be the equivalent of 4 credit hrs.

8.11 Number and Proportion of teachers attending training: 8.11 1

	no.	%
0-not specified		
C 71,p.128 1-100%		
2-more than 75%		
3-50-74%		
4-25-50%		
5-1-24%		

or: if specified descriptively, indicate:
6-most
7-many
8-few
9-other (specify)_____

9.0 TEACHERS' ATTITUDES

9.1 Teachers'attitudes are assessed: (Mark all that apply) 9.1 11
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire informally -C 71, p.8
8-other (specify) .....

11--Education & Background for Bilingual Education
Effectiveness of In-Service Training, Methodology used in classroom,

8a C '70 #38

K. Staffing:

1. Teachers---The responsibilities of the teacher are many and often difficult to define. They will be entirely involved in the instructional, acquisition and development of materials, staff development and community involvement components of the program.

All the instructional tasks pertaining to the performance objectives will become their responsibility. They will be involved in the planning and implementation of all program components. In addition to the direct instruction of students, they will also instruct the aides in various phases of the curriculum. In the area of evaluation, the teacher will provide the data necessary in order to carry out this component of the program.

Another area of responsibility is that of professional growth. This will be accomplished by the pre-service and in-service program which will provide a continual educational experience one in which a sharing of techniques and classroom experiences has become of prime importance.

8.6 Role of Aide

2. Aides---The following duties and responsibilities will be carried out by the para-professional personnel assigned to the bilingual program:

a. Reinforcement of Learning Activities

Taking charge of small groups for drilling purposes

Listening to pupil re-tell a story

Encouraging pupil to continue to work

Interesting a restless pupil

Talking-listening to pupil who is upset

Helping pupil look up information

Helping pupil to improve a skill by practice

Helping to check homework

b. Non-instructional Duties

Preparing audio-visuals, including bulletin board displays

Duplicating materials

Filing and Cataloging

Operating projectors, recorders, etc.

Helping in the play activities

Setting up classroom

Helping with arts, crafts, dramatics

Typing examinations and other materials for classroom use

Escorting groups to out-of-class activities

c. Liaison with Home (under supervision of counselor or social worker

Visiting parents new to the area

Reporting on behavior observed in the home/neighborhood

Taking sick child home

Talking with parents of sick absentee

Helping to plan, organize, evaluate parent meetings

After listening in to parent-teacher conference, helping parents to understand school's philosophy and practices, especially as they relate to the parents and home environment

d. Assistance to Counseling Office

Assisting with testing situations

Assembling records from teachers for filing

Acting as office receptionist (receive pupil, give appointment, answer telephone)

Assisting with bi-lingual interviews

Helping to gather data for welfare agencies

Assisting at neighborhood meetings

3. The following chart indicates staff assignment by grade level, subject matter taught, and student-teacher ratio:

Grade level	Staff Assigned	*Subject matter taught	Student teacher ratio
K	1-teacher 2-aide	K-curriculum	30-1
1	1-teacher 1-aide	Anglo-Dominant Curriculum	25-1
1	1-teacher 1-aide	Portuguese Dominant Curriculum	25-1
2	1-teacher 1 aide	Anglo-Curriculum " "	25-1
2	1-teacher 1-aide	Portuguese-Curriculum " "	25-1
3	1-teacher 1-aide	Anglo Curriculum " "	25-1
3	1-teacher 1-aide	Portuguese-Curriculum " "	25-1

* See chart--Grade time allotments

4. At the time of this proposal writing, three teachers remain to be hired. We are currently interviewing candidates and feel certain that the certified professional needed will be contracted.

5. Staff personnel assigned to program 1970-1971

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) _____
7-teaching pairs

C 71, p. 108
P. p.8
P. p.8

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify) _____
10-social worker C70, p.57
curriculum-writer-teacher C71 P.108
creative dramatics C 71, p.80

P. p.8

10.1 ~~3~~, 1
10.2 1, 4, 5

10.3 Average number of pupils per class:
0-not specified

C 70, p.14

10.3 25

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 1

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 1

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 0

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I	II	II_1
P. p.12 0-not specified how long			
1-as the alternative language of learning for as long as desired	1	1	.....
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	.....	.....	.....
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	.....	.....	.....

11.1 I ~~1~~ 1
II ~~1~~ 1
II_1 .....

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

11.2 7 (at least)

0-not mentioned
if for a particular number of years:

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 1
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 0

1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I N-E DOMINANT	II E DOMINANT	II_1 E DOMINANT
P. p.12 0-not specified how long			
1-as the alternative language of learning for as long as desired	1	1	
2-as the medium of instruction for special subject matter (e.g. cultural heritage)			
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English			

11.1 I 1
II 1
II_1

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 7 (at least)

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 (7) 8 9 10

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I 14
code: C= N.A. (if no EMT) II 14
13= 14= II_1

for each group	N.A.	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM			X												
II E DOM			X												
II_1 E DOM/NEMT															

C 70, p.27 Kgn. is not mentioned in C 71.

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no M-T)	0 not mentioned	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I M-E DOM	...	...	...	X	...	...	...	...
C 71, II E-DOM - M-T	...	...	...	X	...	...	...	...
p.108 III E-DOM/M-M-T	...	...	...	...	...	...	...	...

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 4-6
I_2 4-6
II ...

11.5 Second language learning for English dominant students is projected through grade:

code:	00 if no M-T	0 not specified	grades 1	2	3	4	5	(6)	7	8	9	10	11	12
C 71, p.108 II M-T	...	...	...	...	...	...	...	X	...	...	...	...	...	...
II_E N-M-T/E Dom	...	...	...	...	...	...	...	...	...	...	...	...	...	...

11.5 II 6
II_I ...

11.6 Learning in their native language for Non-English dominant students is projected through grade:

C 71, p.108 0=not specified/Grade 1 2 3 4 5 (6) 7 8 9 10 11 12

11.6 6

11.7 The amount of instructional time in and through their native language per day for N-M-T students who are N-E dominant is:

code: 0=not specified m=math s = science ss = social studies spl=spelling w=writing

	11.7 Min. per day of instruction through N-M-T	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-M-T
PreK				Pre K
* 1	200-220	**315	M,Reading,SS,S,Spl	1 63
2	120-135	315	M,Reading,SS,S,W	2 35
3	90-135	315	Reading, SS,S	3 30
Xerox 4				4
C 71 5				5
pp.117- 6				6
see 122 7				7
Xerox 8				8
10a-d 9				9
10				10
11				11
12				12

**includes structured recess activity

11.10 The amount of instructional time in and through their native language for N-M-T students who are English dominant is: NA

code: 0 = not specified N.A. = not applicable, no N-M-T, E dom students

	11.10 Min. per day of instruction	Total Min. per day of any	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction
PreK				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

projected through grade: II$_1$

C 71, p.108 code: 00 if no E.T specified; 0 not specified; grades 1 2 3 4 5 (6) 7 8 9 10 11 12

II E.T ... ... (6) ... ...

II$_b$ N-E.T/E Dom ... ...

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 ...6...

C 71,p.108 0=not specified/Grade 1 2 3 4 5 (6) 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-E.T students who are N-E dominant is:

code: 0=not specified m=math s = science ss = social studies spl=spelling w=writing

	11.7 Min. per day of instruction through N-E.T	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-E.T
PreK				Pre K
* 1	200-220	**315	M,Reading,SS,S,Spl	1 63
2	120-135	315	M,Reading,SS,S,W	2 35
3	90-135	315	Reading, SS,S	3 30
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

Xerox C 71 pp.117-122 see Xerox 10a-d

**includes structured recess activity

11.10 The amount of instructional time in and through their native language for N-E.T students who are English dominant is: NA

code: 0 = not specified N.A. = not applicable, no N-E.T, E dom students

	11.10 Min. per day of instruction through N-E.T	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-E.T
PreK				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

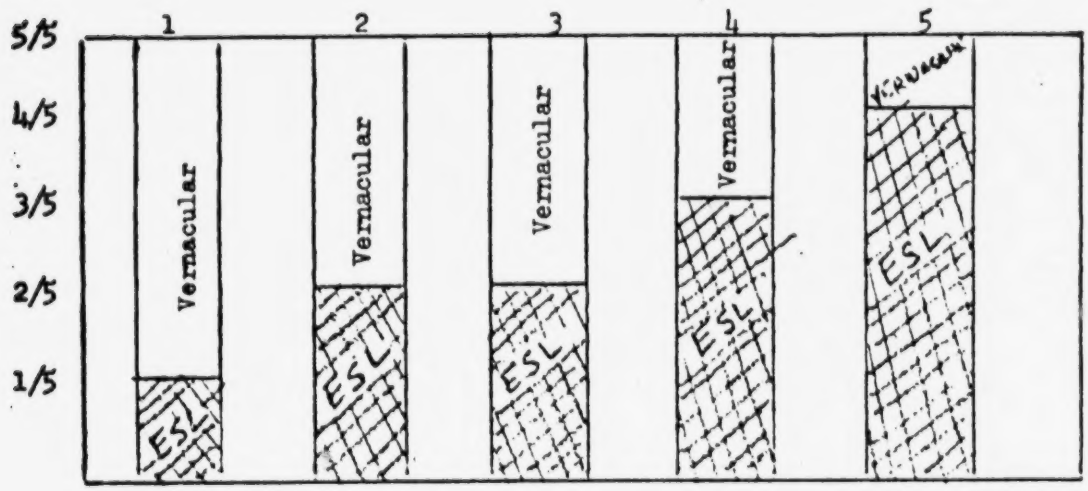
* The daily schedule for the 1st grade differs from weeks 11-40 in that the second language time allotments increase from 30-60 minutes. C 71, p.118

10a

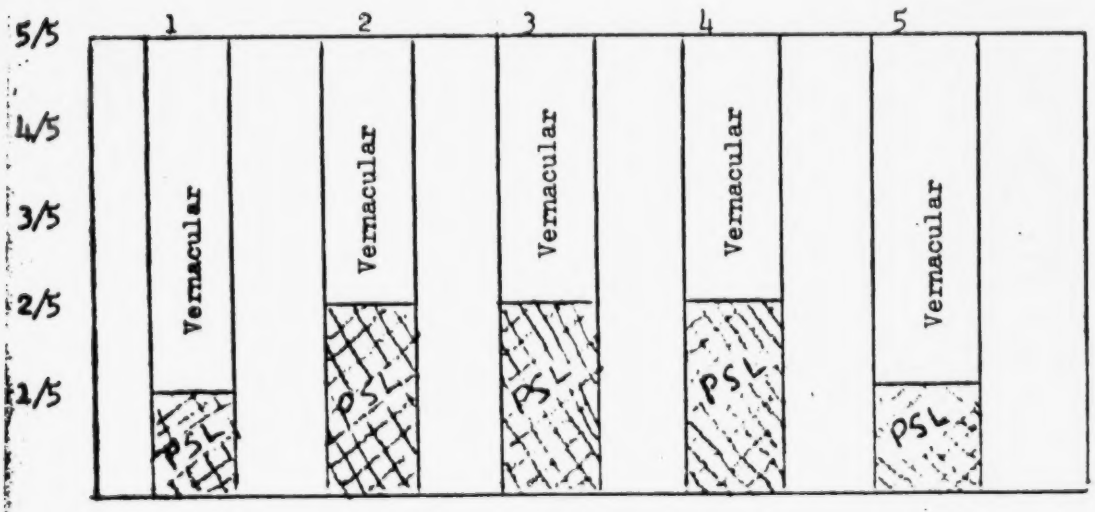
11.7

5-Year Language Time Distribution Charts

PORTUGUESE CLASSES



ANGLO CLASSES



Daily Schedules

Grade I

*WEEKS 1-10

Portuguese [illegible]	Anglo [illegible]
9:00-9:20 Opening Activities Alternating Languages Weekly	
9:[illegible]0-10:45 Reading groups with teacher in Portuguese. Seatwork supervised by aide. Work on handwriting, lettternames, and other reading related activities. 85	Reading groups with teacher in English. Seatwork supervised by aide. Work on handwriting, letternames, and other reading related activities.
10:45-11:15 Recess Period (Planned games and activities utilizing both languages) Supervised by aides 0	
11:15-11:45 English as a Second Language (E.S.L.)	Portuguese as a Second Language (P.S.L.)
11:45-12:15 Mathematics in Portuguese 30	Mathematics in English
12:15-12:45 Lunch	
12:45-1:10 Social Studies and Science with teacher in Portuguese on alternating days 25	Social Studies and Science with teacher in English on alternating days

Portuguese	Anglo
9:00-9:15	Opening Activities Alternating Languages Weekly
9:15-10:45 Reading groups with teacher in Portuguese Seatwork supervised by aides 30 Handwriting, lessernames, and other reading related activities	 Reading groups with teacher in English Seatwork supervised by aides Handwriting, lessernames, and other reading related activities
10:45-11:15 30	Recess Period (Planned games and activities utilizing both languages) Supervised by aides
11:15-12:45 English as a Second Language (ESL) Seatwork supervised 90 by aide Handwriting and other Language Art activities	 Portuguese as a Second Language (PSL) Seatwork supervised by aide Other Language Art activities conducted
12:45-1:15	Lunch
1:15-1:45 30 Mathematics in Portuguese	 Mathematics in English
1:45-2:15 30 Social Studies and Science with teacher in Portuguese on alternating days	 Social Studies and Science with teacher in English on alternating days

Portuguese	Anglo
2:15-2:45	
Art--Music--Literature in mixed grouping supervised by itinerate teachers in English Assisted by aides	
Planning activities and articulation of curriculum by both the Portuguese and Anglo teachers	

Grades III-IV

WEEKS 1-40

Portuguese	Anglo
9:00-9:15 Opening Activities Mixed group alternating languages weekly	
9:15-10:45 Reading groups with teacher in Portuguese Seatwork supervised by aides All reading related activities are conducted	Reading groups with teacher in English Seatwork supervised by aides All reading related activities are conducted
10:45-11:15 Physical Education	
11:15-12:45 English as a Second Language (ESL) with English teacher Seatwork supervised by aide All language arts activities conducted	Portuguese as a Second Language (PSL) with Portuguese teacher Seatwork supervised by aide All language arts activities conducted
12:45-1:15 Lunch	
1:15-1:45 Mathematics in English	
1:45-2:15 Social Studies and Science On alternating days alternating languages	
2:15-2:45 Art, Music, Literature in mixed groupings English instruction by itinerate teachers Aides will supervise seatwork	

Planning activities and articulation of curriculum by all teachers (grades 3-4)

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students

11.13 2

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction (includes planned recess)	11.15 Subjects taught in native lang.	11.16 % of time per day of instruction through N-EMT
PreK				Pre K
* 1	65-110	315	PSL,M	1 20
2	90-135	315	PSL,M	2 30
3	90-135	315	PSL	3 30
4				4 30
5				5 20
6				6
7				7
Xerox 8				8
C 71, 9				9
pp.117- 10				10
122 11				11
12				12

*Daily schedule for grade I differs from 11-40 wks in that the second language time allotments increase from 30-60 minutes.

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 1,2,4,

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
C 71,p.117- 2-the second language is used exclusively by the teacher,aide
122 and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
P. p.12 4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

	Min. per day of instruction through N-EHT	Total min. per day of any instruction (includes planned recess)	Subjects taught in native lang.	% of time per day of instruction through N-EHT
PreK				Pre K
* 1	65-110	315	PSL,M	1 20
2	90-135	315	PSL,M	2 30
3	90-135	315	PSL	3 30
4				4 30
5				5 29
6				6
7				7
8				8
9				9
10				10
11				11
12				12

Xerox C 71, pp.117-122

*Daily schedule for grade I differs from 11-40 wks in that the second language time allotments increase from 30-60 minutes.

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 ~~1,2,4,~~

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
C 71,p.117-122 2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
P. p.12 4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EHT pupils.
8-other (summarize)

1 "Instructors are supposed to act in the classroom as if the language in use were the only language in the world." P. p.9

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1,2 ~~2a~~

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence C70,p.39 patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples. (oral-aural method)

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or C 71,p.37 grammatical rules of a language.

12.0 Language Learning

Product	Process	Grade Level
13. Analyze words phonetically at their respective levels as measured by linguistic-constructed group tests in both languages and by teacher constructed tests.	13. The teacher and teacher aide will provide practice specifically and incidentally in vowels and consonants, blends, and combinations through the use of such materials as Dolch Materials, Phonetic Workbook Series, Phonetic Drill Cards, Phonetic Quizmo, and Bozo and His ABC Zoo.	K (1)(2)(3)
14. Comprehend and apply principles of health and hygiene to living habits as measured by individual physical and dental examinations.	14. The school physician and dentist will examine each child at the beginning and end of the program.	(K)(1)(2)(3)
15. Recall general auditory information over a time as indicated by the ITPA Test.	15. The teacher and the teacher aide will provide practice in animal sounds, game rules, giving simple instructions, instruments, sports, and later in general information, food, charades, and still later in phonetic association, phonetic integration, story repetition, and detailed stories through the use of such materials as Alphabet Poster Cards, Phonetic Charts and Materials, Cut Out Magazines Pictures, record player, and assorted musical records and songs.	(K)(1)(2)(3)
16. Recall in correct sequence and detail prior auditory information as measured by ITPA.	16. The teacher and the teacher aide will provide practice initially in following specific directions, singing music patterns, personal data, simple repetition, and later in numbers forward and backward, telephone number games, sound locations, and still later in extended sentences, poetry, sequence stories, and joke telling.	(K)(1)(2)(3)
17. Recall prior visual experience as measured by teacher-constructed symbol retention tests.	17. The teacher and teacher aide will provide practice in simple recall activities, symbol training, and word and number training, utilizing such materials as Pairs Word Games, duplicating materials, flannel board materials, and link letters.	(K)(1)(2)(3)

Product	Process	Grade Level
8. Comprehend and apply the printing conventions employed in materials at their respective grade levels, e.g. left-right visual patterns, capitals, pagination as measured by teacher subjective analysis of student reading behavior.	8. The teacher and teacher aide will provide group instruction and practice on the analysis and synthesis of written materials according to the mechanics and conventions of usage. E.G. punctuation.	(K)(1)(2)(3)
9. Comprehend and apply the principles of using numbers to represent quantity appropriate to grade level as measured by teacher subjective analysis of student's counting forward and backward, counting by two's, three's, etc. and grouping quantities.	9. The teacher and teacher aide will employ large and small group instruction to convey such concepts as that of "more or less" number association and mixed sets, and word association and advanced groupings using such materials such as pegboards, beaded number of cards, abaci, and play money.	(K)(1)(2)(3)
10. Comprehend and apply the principles of adding, subtraction, multiplying, and dividing appropriate to grade level as measured by Metropolitan Readiness Test or Metropolitan Achievement Test.	10. The teacher and teacher aide will provide instruction and practice of mathematical principles and operations using textbooks and other multiple reference materials such as Presto-Digitator calculator, Doloh Materials and Quizmo.	(K)(1)(2)(3)
11. Apply basic arithmetic processes in personal and social usage of problem solving appropriate to general age expectancy as measured by teacher-constructed arithmetic reasoning tests.	11. The teacher and teacher aide will provide instruction and practice in the applications of mathematics to the student's personal use of money, time and fractions, and weights and measurements, using such materials as Play-Store, Cash Register, Toy Money, Word-Time Dial, Solar Year Wheel, and Spring Balance Scale.	(K)(1)(2)(3)
12. Apply general information for education and experience to understand major local and national current events, local geography, and the concepts of city, state, and nation appropriate to grade level as measured by subjective questions regarding, home, neighborhood, community and analysis of written stories about personal experiences.	12. The teacher and teacher aide will provide instruction and practice in applying general concepts learned in school to problems and needs in their home and family, and neighborhood and community. Materials such as Haye's Classroom Picture, Bank Street Reader Photographs, The Rubber Family, Playtown Dollhouse, Kindergarten Primary Art Activities, and Com-	

Product	Process	Grade Level
2. Sort objects, ideas, and concepts by classification, recognize sub-classes within these classifications and orally recognize common elements in class identities appropriate to grade level as measured by the Engleman Concept Inventory and an adaptation of this test for use with the Portuguese.	2. Teacher and teacher-aide will employ daily practice in matching identical elements categorizing similar elements, and verbal classification and association using such materials as Judy Color Shapes, Instructo, Go Together Lotto, and Flannel Board Kits.	(K)(1)(2)(3)
3. Apply factual reasoning when a particular situation is explained, recognize alternatives in situations and evaluate actions accordingly, and identify logical reason for any given action appropriate to grade level as measured by subjective evaluation of pupil responses to concrete directions and commands.	3. The teacher and teacher aide will provide individualized and small-group instruction and daily experiences in using common sense understanding, following directions, and demonstrating insight and comprehending abstractions through the use of materials such as puzzles, listening games, monopoly, model building and Judy Senior Puzzles.	(K)(1)(2)(3)
4. Comprehend reading materials at their respective levels as measured by the Murphy-Durrell Test of Reading Readiness or an adaptation of this test in Portuguese.	4. Teacher and teacher aides will employ texts listed for different grade levels above and will employ basal, small group and individualized reading approaches.	(K) 1 2 3
5. Comprehend reading materials at their respective levels as measured by the Metropolitan Primary Achievement Tests or an adaptation of this test in Portuguese.	5. Same process as No. 4.	K (1) 2 3
6. Comprehend reading materials at their respective levels as measured by the Gates-MacGinity Reading Tests or a similar test in Portuguese, developed by a linguist familiar with the Portuguese language.	6. Same process as No. 4.	K 1 (2)(3)
7. To apply the principles of spelling appropriate to general age expectancy as measured by teacher subjective analysis of spelling performance and letters and general class work.	7. The teacher and teacher aide will provide daily practice for children in developing word images and in spelling reinforcement as well as practice and word attack skills. Special practice and individual attention will be devoted to children with small muscle control problems. Materials such as the following will be used: Picture Dictionary for Children, Color ABC Book, Scrabble for Juniors, Dolch Basic Sight Cards.	(K)(1)(2)(3)

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which
C 70,p.36 call for the student to generate sentences - test his understanding. (the way native language is acquired)
C 70,p.37 Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-1* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I Non Eng dom students		II Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned: 13.1 IB 1 IIB 1

1-concurrently with dominant language listening-speaking skills				
2-after a specified level of competency achieved in listening-speaking skills in dominant language	----		----	
C 70, p.117-122 3-a specified period of time after listening-speaking skills in dominant language taught	----		----	
4-before any specified level of listening-speaking competence achieved in dominant language	----		----	
	----		----	

13.2 ALM sequence followed: 13.2 IA 2,3 IB 2,3 IIA 2,3 IIB 2,3

1-Listening-speaking proficiency precedes introduction of reading	----	----	----	----
C 70, pp. 37,38 2-Reading is taught concurrently with listening-speaking skills	----	----	----	----
3-Learning to read overlaps learning of listening-speaking skills	----	----	----	----
4-There is some overlap between learning to read and to write	----	----	----	----

Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AUDIO* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned: — 13.1 IB 1, IIB 1

1-concurrently with dominant language listening-speaking skills	....		....	
2-after a specified level of competency achieved in listening-speaking skills in dominant language	....		....	
C 70, p.117-122 3-a specified period of time after listening-speaking skills in dominant language taught	....		....	
4-before any specified level of listening-speaking competence achieved in dominant language	....		....	

13.2 ALM sequence followed: — 13.2 IA 2,3, IB 2,3, IIA 2,3, IIB 2,3

1-Listening-speaking proficiency precedes introduction of reading	....	....	....	....
2-Reading is taught concurrently with listening-speaking skills	....	....	....	....
C 70, pp. 37,38 3-Learning to read overlaps learning of listening-speaking skills	....	....	....	....
4-There is some overlap between learning to read and to write	....	....	....	....

13.3 Listening-speaking proficiency determined by: — 13.3 IA 1, IB 1, IIA 1, IIB 1

C 70, p.39 1-measure of listening-speaking proficiency	....	....	....	....
2-informal assessment by teacher	....	....	....	....

13.4 Second language reading skills are learned: — 13.4 IB 1, IIB 1

C 71,p.117 1-concurrently with learning to read in dominant language	....		....	
2-after a specified level of dominant language reading competence achievement	....		....	
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)	....		....	
4-before learning to read in dominant language	....		....	

	I Non Eng dom students A dom lang	I B second lang	II Eng dom students A dom lang	II B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K	----	----	----	----	13.5 IA 1
C 71, p.117 1	----	----	----	----	IB 1
2	1	1	1	1	IIA 1
3	----	----	----	----	IIB 1
	----	----	----	----	
13.6 Reading readiness is determined by: 1-test of reading readiness 2-informal teacher assessment	----	----	----	----	13.6 IA 1
C 70, p.38	----	----	----	----	IB 1
					IIA 1
					IIB 1
13.7 Grade level reading is expected: 1-in first grade	----	----	----	----	13.7 IA 1
2-in second grade	----	----	----	----	IB ----
C 70, pp.40-41 3-in third grade	----	----	----	----	IIA 1
4-in fourth grade	----	----	----	----	IIB ----
5-in fifth grade	----	----	----	----	
6-in sixth grade	----	----	----	----	
7-other (specify)	----	----	----	----	
	----	----	----	----	

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB NS IIB NS
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 2,4 II 2,4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		----
P. p.9 2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	2	2
3-Second language learning		

1-test of reading readiness
2-informal teacher assessment

13.6 IA 1
IB 1
IIA 1
IIB 1

C 70, p.38

13.7 Grade level reading is expected:

1-in first grade	___	___	___	___
2-in second grade	___	___	___	___
3-in third grade	___	___	___	___
4-in fourth grade	___	___	___	___
5-in fifth grade	___	___	___	___
6-in sixth grade	___	___	___	___
7-other (specify)	___	___	___	___

C 70, pp.40-41

13.7 IA 1
IB ___
IIA 1
IIB ___

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB NS
IIB NS

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2,4
II 2,4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.	___	___
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	2	2
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	___	___
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	4	4
5-Different academic content is taught in the second language from that which is taught in the native language.	___	___
0-not specified	___	___
6-other (specify)		

P. p.9

P.p.9

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I		II		15.0 IA NS
	Non Eng. dom. students		Eng. dom. students		IB NS
	A -in dom. lang.	B 2nd lang.	A Eng.	B 2nd lang.	IIA NS
					IIB NS
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	—	—	—	—	
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	—	—	—	—	
3-Other (specify)	—	—	—	—	
0-Not specified	—	—	—	—	

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

Xerox 15a
C 70,p.40

	16.1 IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	—	1	—	—
2-Basal readers	—	2	—	2
C 70,p.39 3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	—	—	—	—

↑ Lets Speak Spanish-Adapt & Port.

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IIA
1-Grade 1		
2-Grade 2		
C 70,p.40 3-Grade 3	3	
4-Beyond Grade 3		
0-not specified		

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
C70,p.39 1-pattern drills	1	1
2-dialog memorization	—	—
C70,p.43 3-choral repetition	—	—
4-songs	4	4
5-programmed instruction	—	—
6-stories read to children	6	6
AUDIO VISUAL AIDES		
7-films, filmstrips		

the teacher points out errors and demonstrates the standard form. ___ ___ ___ ___

3-Other (specify) ___ ___ ___ ___

0-Not specified ___ ___ ___ ___

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

Xerox 15a
C 70,p.40 1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) 16.1 IA___ IB 1 IIA___ IIB___

2-Basal readers ___ 2 ___ 2

C 70,p.39 3-Dialect readers ___ ___ ___ ___
Lets Speak Spanish-Adapt & Port.

4-Experience charts (stories dictated by children) ___ ___ ___ ___

16.2 If some reading material is in the child's dialect, indicate how long it is used:

1-Grade 1
2-Grade 2 16.2 IA 3 IIA___
C 70,p.40 3-Grade 3
4-Beyond Grade 3
0-not specified

16.3 The following are techniques and materials used for second language learning:

0-none specified ___ ___
C70,p.39 1-pattern drills 1 1
2-dialog memorization ___ ___
3-choral repetition ___ ___
C70,p.43 4-songs 4 4
5-programmed instruction ___ ___
6-stories read to children 6 6
AUDIO VISUAL AIDES
7-films, filmstrips 7 7
C70,p.41 8-flannel or magnetic boards 8 8
9-realia, graphic displays ___ ___
C70,p.36 10-records, tapes 10 10
11-listening centers 12 12
C70,p.41 12-multi-media approach sight cards
Experiential: puzzles, games
13-role playing
14-puppetry ___ ___
15-experience charts; compositions 15 15
16-primary typewriter ___ ___
17-learning through direct experience with materials e.g. Montessori ___ ___
18-activity centers-chosen by child
29 19-other (specify) classroom newspaper 29 29
Learning outside the classroom:
C70,p.37 20-field trips 20 20
21-suggested TV programs ___ ___
C70,p.37 22-other (specify) 22 22
15 compositions based on experiences

16.4 The sources of Non-English materials and textbooks are: 16.4 ~~1,3,4,10~~
(mark all that apply)
0-not specified
C 71,p.113 1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
C 71, p.113 3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture
(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
C 70, pp.38,40 10-are translations of U.S. texts (Spanish texts) ✓
11-are coordinated with materials used in the regular subject curriculum
12-other (specify) (translation of Let's Speak Spanish (McGraw-Hill)) 10

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document Miami Linguistic Readers
Xerox C 70, p.40 XEROX 15a

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 ~~3,4,5~~
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
C 71 p.117 3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction: 17.2 ~~A-1,2,3~~
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
C 71 pp.117-122 1-total class 1
2-small groups (specify size)
3-individual instruction

17.3 Criteria for grouping:

0-not specified	I Non Eng dom	Students II Eng dom EMT	II$_1$ Eng dom NEMT
1-by age			
2-by native language			
C 71 3-by dominant language			
pp.117-122 4-by language proficiency (ex. level of reading skill)	3	3	NA
n.a. not applicable (no E.dom/NEMT)			

C 70, pp.38,40
10-are translations of U.S. texts (Spanish texts) ✓
11-are coordinated with materials used in the regular subject curriculum
12-other (specify) (translation of Let's Speak Spanish (McGraw-Hill)) 10

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document Miami Linguistic Readers
Xerox C 70, p.40 XEROX 15a

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Pupils of both linguistic groups are:
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2-mixed for language learning
C 71 p.117
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction: 17.2 A-1,2,3
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified

		A-more than ½ the time	B Less than ½ the time
C 71 pp.117-122	1-total class	1	
	2-small groups (specify size)		
	3-individual instruction		

17.3 Criteria for grouping:

0-not specified	I Non Eng dom	Students II Eng dom EMT	III Eng dom NEMT
1-by age			
2-by native language			
C 71 pp.117-122 3-by dominant language	3	3	NA
4-by language proficiency (ex. level of reading skill)			
n.a. not applicable (no E.dom/NEMT)			

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 no
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 2,3,4
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects
C 70, pp.41-44

16.5 MATERIALS

Portuguese and American Natives (each group in his respective language)

Product	Process	Grade Level
1. Comprehend and apply the content of the regular school program at his particular grade level as measured by Metropolitan Achievement Tests or similar tests in Portuguese and teacher-made tests.	1. Instructors will use the following texts in the following grades:	(K)(1)(2)(3)

Language Arts

Portuguese
- K - No text
- 1 - Libro Leitura DaPrimeria Classe
- 2 - " " Seconda Classe
- 3 - " " " "

English
- K - No text
- 1 - Miami Linguistic Series, D. C. Heath
- 2 - " " " " " "
- 3 - Houghton-Mifflin Series

Mathematics

Portuguese and English
- K - No text
- 1 - Modern School Mathematics Bk. 1 Houghton-Mifflin
- 2 - Modern School Mathematics Bk. 2
- 3 - Modern School Mathematics Bk. 3

Social Studies
- K - No text
- 1 - People and Their Actions Prentice-Hall
- 2 - People and Their Social Actions
- 3 - People and Their Actions in Social Roles

Science
- K - ABC Science Materials Zerox Corp.
- 1 - " " " " "
- 2 - " " " " "
- 3 - " " " " "

Many supplementary materials will be used for remediation and enrichment, including audio-visual aids. Teacher and teacher-aide will work conjointly in all areas. Content materials will be presented in the dominant language and text examples adapted to cultural backgrounds of the Portuguese students where appropriate.

18.3 Parent tutoring: (mark all that apply) 18.3 no

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 3,4,5,7

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
C 71, p.117 —— 3-flexible or modular scheduling
4-small group instruction
C 70, p.41 —— 5-individualized learning
6-open classroom
C 70, p.31 —— 7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

Interdisciplinary curriculum See xerox 16 a + b

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 1,2,3,4,5,6
0-method not mentioned
C 70,p.31 1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using

8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 3,4,5,7

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day

C 71, p.117 —— 3-flexible or modular scheduling

4-small group instruction

C 70, p.41 —— 5-individualized learning

6-open classroom

C 70, p.31 —— 7-guided discovery and inquiry

8-a curriculum which is both child and subject-centered

9-others (specify)

10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

Interdisciplinary curriculum see xerox 16 a + b

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

0-method not mentioned

20.1 1,2,3,4,5,6

C 70,p.31 1-structured environment rich with materials child can manipulate order, compare, match for perceptual-motor development

2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction

3-labeling and discussion of concepts related to time, space, distance, position

4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)

5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration. Xerox AAAS Corp

6-direct experience of math through discovery rather than instruction

7-other (specify or xerox) p. no. and document:

Xerox C 70, pp.31,32

20.2 Cognitive development in later grades (grade 4 and above)

20.2 1

0-method not mentioned

1-specify or xerox p. no. and document Xerox C 70, p.31

n.a.-no grade 4 or later grades

16a

19.0 Curriculum Patterns

The Curriculum

The curriculum for the Foure and Fives offers educational experiences based on their physical, social, emotional, and intellectual needs, and our knowledge of how they learn and how we should instruct. In planning both structured and unstructured, the teacher keeps in focus day-by-day and long-range goals. She draws from all curriculum areas: literature, social studies, science, language arts, mathematics, health, music, art, and dramatics. Any one activity involves two or more of these areas, with a blending together of what is known and what is new, of what is science and what is health.

Emphasis in the kindergarten curriculum is on the establishment of attitudes and the learning of skills, and in addition, the initial development of basic concepts. That is, the content of:

(1) Social Studies offers first-hand experiences in playing alone and with others, sharing, taking turns; observing, exploring, experimenting; gathering information by listening, discussing, participating; experiencing special holidays and field trips.

(2) Science gives many sensory experiences especially in the physical and biological world.

(3) Language Arts helps to translate ideas in the mind into words and to develop communication skill, especially the arts of listening and speaking and the use of art media to express thoughts.

(4) Mathematics gives experience with concepts relating to size, quantity, shape, time, weight, place, and the like.

(5) Health as a curriculum area provides opportunity to develop healthful attitudes, safety habits, motor coordination, physical skill, and some understanding of self and others.

(6) Music gives a way of expressing the inner self creatively through singing, listening, rhythmic responses, and musical instruments.

(7) Art challenges the expression of thoughts and feelings through manipulation of materials (paint, clay, paper, wood) and by the use of tools (brushes, crayons, hammers, saws) with emphasis on the process rather than the product.

The curriculum for the Fours and Fives promotes physical, social, emotional and intellectual development and offers learning experiences through the whole gamut of content areas. It motivates the desire and readiness to read and to write. Yet it delays the teaching of reading per se until the individual child demonstrates he is physically and emotionally ready, which is usually as he approaches six years of age.

Facilities and Equipment

The Fours and Fives need physical surroundings and a psychological climate which promote healthy growth. They need space; 35 square feet per pupil in the classroom and twice the area for outdoor play. They need space that is not only safe and hygenic but also open, uncluttered and functional.

The equipment and materials should encourage exploration and experimentation, should invite inquiry and discovery, and should lead to creative expression and end in satisfying experiences.

Open spaces for block buildings, housekeeping, wheeled toys, and prone rest; open shelves for orderly storage; a library table with selected books at hand; a social living center to facilitate group sharing; and tables for academic learning and skill development; all are essential for these young children in their first year at school.

The kindergarten classrooms and playyard should invite, challenge, stimulate, and guide learning activities which are planned in accordance with the needs of these children in this situation.

21.0 SELF-ESTEEM: 21.0 4,6,7,8, 11,12,14

Stated methods of project component expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
C 71, p.79 — 4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
C 71, p.79 — 7-teacher provides experiences leading to competency and success
C 70, p.30 — 8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #
Xerox C 70, p.44
Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
C 70, p.30 — 11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
C 70, p.37 — 14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

see XEROX 17a

22.0 LEARNING STRATEGIES 22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher, their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
C 71, p.79
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
C 70, p.30
9-other (specify) (xerox or summarize) document page #
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10-pupils act as tutors for other pupils
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C 70, p.30
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
C 70, p.37
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 0

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Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2,5

1-bilingual alone
P. p.11
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
C 70, p.44
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

B. *Affective Objectives*

Self-Esteem Component question 21.0

Portuguese and American Natives

Product	Process	Grade Levels
1. *Respond positively to co-operating with his peers as measured by a teacher-constructed open-ended response scale, sociograms, and teacher evaluations of peer group acceptance.*	1. *The teacher and teacher aide will provide practice in helping the student to enhance his self image, family acceptance, appreciation of school and community using such devices as Manners Can Be Fun, Family Hand Puppets, My Home and Family Kit (Instructo), Our Friend the Policeman, and the Person You Are.*	(K)(1)(2)(3)
2. *Respond positively in situations involving moral and ethical issues as measured by teacher-made incomplete stories and sentences.*	2. *The teacher and the teacher aide will provide practice in analyzing moral issues, patriotic and democratic issues, and ethical and rational-altruistic behavior using materials such as Aesop's Fables, Book of Proverbs, Boy Scout Handbook, etc.*	(K)(1)(2)(3)
3. *Respond positively to both the American and Portuguese culture as measured by locally constructed attitude scale in both languages.*	3. *The teacher and teacher aide will invite various dignitaries and representatives of the two dominant cultures to speak to the youngsters. Cultural events endemic to the two cultures will be celebrated in the classrooms, e.g. holidays, feast days, etc. and will focus on the significant historical contributions of the two cultures. Multiple materials including food and dolls will be utilized.*	(K)(1)(2)(3)
4. Value personal and social responsibility as measured by rating scales and checklists other sociometric devices and the California Personality Inventory.	4. *The teacher and the teacher aide will provide a democratic atmosphere develop numerous class projects to improve the school and assign specific class duties to individual children.*	(K)(1)(2)(3)

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-NMT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural component knowledge of the N-NMT culture involves (mark all that apply) 23.4 ~~2,4,6~~
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements
P. p.11 2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
C 70 p.44 4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NNMT or NMT
8-Other (specify)

23.5 American culture is defined: 23.5 0
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural component knowledge of the N-MT culture involves (mark all that apply) 23.4 2,4,6
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
P. p.11 2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
C 70 p.44 4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

23.5 American culture is defined: 23.5 0
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 1,2,3
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 1,2,3
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 3,7,9,5,12,15

0-method not specified
no-no provision for informing community
1 bilingual newsletter
2 monolingual newsletter
3 ews sent to mass media.: weekly TV program
4-if articles included with project, check 4
ME 70, p.13 5-bilingual fliers sent home--leaflets
6-formal meetings
C 71, p.115 7-informal meetings open to entire community PTA meetings
8-meetings conducted in both languages
Man.Ev 70, p.12 9-home visits
10-other (specify) *
11-project director personally involved in program dissemination. specify how

3 -weekly TV program/5-Portuguese Festival,(use of neighborhood residents as aides,) open invitation to parents to visit the school. (12)

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 3,4

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
ME, p.13 3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through: 24.5 1,3,4

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages PTA meetings
C 71, p.115
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

Man.Ev 70, p.12

9-home visits
10-other (specify) *
11-project director personally involved in program dissemination. specify how

3 -weekly TV program/Portuguese Festival,(use of neighborhood residents as aides,) open invitation to parents to visit the school.(12)

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 3,4

0-type not specified
no-not sought
1-existing community groups working with program
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ME, p.13 3-community-school staff committees
4-community advisory groups
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24.5 The school keeps informed about community interests, events and problems through: 24.5 1,3,4

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1-meetings open to the entire community conducted in both
C 71, p.115 languages PTA meetings
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 0

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1,3,4,5,6

1-newspaper articles
ME p.13 2-radio programs
3-TV programs
4-video-tapes
5-films leaflets sent home
6-visitors to observe the program

25.2 Project's impact: 25.2 1,3

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 1

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 3

0-not mentioned
C 71,p.5 no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 3

0-not mentioned
no-never
C 71,p.5 1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 1
1-A comparison group has been chosen but proved to be
2-A comparison group will be chosen unworthy C 71, p.91

27.2 0-not specified (mark all that apply) 27.2 1,4,8
1-Pre-tests have been given to project group or sample
2- " will be " "
C 71 3-Post-tests have been given to project group or sample
p.102 4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "

C 71, p.91 "A control situation does not now exist."